Proposed Synopsis for Ph.D. Pre-registration Seminar

Anxiety, Loneliness and General Well-being among College Students of Ranchi District

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Submitted to,

University Department of Psychology

Ranchi University, Ranchi

2024

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1.0. Introduction

1.1. State of the art

Recent research increasingly underscores the significance of student mental health, with a focus on Anxiety, Loneliness, and General Well-being as key areas of concern. Numerous studies have shown that these psychological factors profoundly influence both academic performance and overall health. In the competitive academic environment, high expectations, personal pressures, and social isolation are major contributors to Anxiety and Loneliness, which in turn undermine general well-being. These conditions have been linked to negative outcomes, including elevated stress, depression, poor physical health, and diminished academic and social functioning.

While much research has highlighted the relationship between Anxiety and academic disengagement, Loneliness has also been identified as a significant variable affecting motivation, emotional health, and participation. However, most studies focus narrowly on either Anxiety or Loneliness without fully examining their combined impact on General Well-being. Additionally, much of the existing research has been conducted in Western or urban contexts, leaving a gap in understanding students from more culturally diverse regions like Ranchi.

1.2. Conceptual framework of the study.

1.2.1 Concept of Anxiety

Anxiety is a multilayered psychological phenomenon burdened with tension, nervousness, worry, and fear all invoked by events seen as threatening or uncertain. Anxiety can be deemed a normal response to stress that mechanism which also readies the individual to cope with any grave or obnoxious situation. Anxiety becomes pathological when symptoms or severity interfere with daily functioning and well-being. Anxiety extends in degree from mild uneasiness up to overwhelming panic and sometimes may differ from person to person and from situation to situation.

Traditionally, Anxiety has been conceptualized both as the feeling that occurs in conjunction with external dangers and as an emotional response related to inner conflict. Anxiety usually is viewed as occurring when there is conflict between gratification or desires and cultural or personal expectations, thus making one fearful, guilty, or ashamed. In addition, early life experiences, particularly emotional bonds and separations, will powerfully mold an individual's experience of and coping with Anxiety throughout his lifetime.

Anxiety can be viewed from a modern psychological perspective as a multidimensional construct: it is not merely an emotional phenomenon but also includes cognitive, physiological, and behavioral components. Anxiety is often cognitively brought on by the distortion in thinking: the overestimation of a given danger and underestimation of one's resources to handle it. This, according to cognitive theories, therefore, serves as a motive for further entering into a vicious circle of growing fear and avoidance behaviors reinforcing Anxiety.

Anxiety can take many forms and be influenced by individual contexts and stimuli. Anxiety about normal states of affairs includes day-to-day stressful events involving work, health issues, or a person's relationships. Other individuals experience situational anxiety after the occurrence of certain events like public speaking or examination. Social anxiety can moreover be felt in situations that involve contact with other people when the possibility of being judged or embarrassed is highlighted. Some individuals may develop deep-seated fears about a particular object or situation; as a result, the avoidance behaviors interfere with daily functioning.

Whereas anxiety is an ordinary reaction to any stressful event, it becomes abnormal if it persists without any definite cause and interferes with the continuity of daily life. Anxiety disorders influence both psychological and physical aspects of health, which eventually lead to sleep problems, concentration difficulties, and muscle uneasiness. Anxiety management techniques retain a host of various approaches: psychotherapy, mindfulness practices, and/or relaxation strategies aim at reinstating the circularity of thoughts, behaviors, and emotions of the individual. These are designed to break the avoided cycle of distorted thinking and avoidance that enables an individual to learn healthier ways of coping and improving their quality of life.

Types of Anxiety

Anxiety occurs in various forms as per the context and triggers. Here are some types of Anxiety:

1. Situational Anxiety

Situational Anxiety develops with respect to specific events and circumstances seen as stressful, like a job interview, an exam, or a public speaking engagement. This Anxiety is temporary and often will have passed once the situation causing the problem has been resolved.

2. Anticipatory Anxiety

Anticipatory Anxiety is excessive apprehension about events that might happen in the future, and often involves poor outcome possibilities. Sometimes, a person may have high Anxiety

days or even weeks ahead of time before some major event such as some big presentation or a social event.

3. Social Anxiety

Social Anxiety is a condition that occurs during social interactions; it is a fear that one will be judged or embarrassed by others. It can vary from uneasiness in casual groups to an intense fear during public engagements and unfamiliar social settings.

4. Anxiety around performance

Performance anxiety, that is known as "stage fright," is basically the fear of performing or doing any tasks or actions in front of an audience that are most likely observing. It is commonly noticed in situations involving public speaking, the performing arts, or competitive sports where the individual performance is viewed.

5. Separation Anxiety

Separation Anxiety refers to distress caused by separation from close ones or a familiar environment. Though it is more commonly known to occur in children, when this disorder takes place in adults, individuals experience extreme fear and discomfort due to separation from people or places that offer emotional security.

6. Health Anxiety

Health Anxiety is excessive concerns about health; it involves physical symptoms and a fear of obtaining a serious illness. Individuals with Anxiety often repeatedly seek medical checks or avoid activities thought to present health hazards.

7. Existential Anxiety

Existential Anxiety occurs when one reflects upon the fundamental questions connected with life, such as what it is for and its ultimate unavoidable condition of death. It is a feeling of uncertainty and injury about one's place in this world and the effect that this very existence of human life produces.

1.2.2 Concept of Loneliness

Loneliness is an elaborating feeling and emotional condition of isolation, disconnection, and absence of valuing relationships. It is not the physical but subjective experience of being alone amidst people. There is a feeling of misunderstanding, not being loved, or feeling emotionally far from others. Though loneliness commonly exists in every human individual, continuous loneliness may bring serious effects emotionally, psychologically, and physically.

Loneliness has more often been regarded as part of the bigger picture called the human condition, bound as it normally is to a deep inner feeling of isolation. Such an experience also may be linked with the individual search for meaning, purpose, and connection. Indeed, such loneliness is often assuaged when people find meaningful relationships, find work which interests them, or discover ways in which they can grow as a person.

It is also true that early experiences, particularly in the realm of attachment, have a formative function in how individuals experience loneliness and deal with it. Strong, secure bonds formed during one's childhood years are important for installing the capacity for secure, trusting relationships in adulthood. Conversely, when such early emotional bonds are insecure or disrupted, people are more likely to feel lonely and emotionally isolated later in life. This type of loneliness is mostly associated with the fear of abandonment or attachment Anxiety.

Other theories have assumed that a person develops loneliness when the real self and ideal self are incongruent. Individuals experience disconnection from others and alienation when the idealized self vastly differs from the real self. Additionally, loneliness is heightened when there are no relationships in which one is truly understood and accepted. Loneliness feelings would diminish, and a feeling of connecting would then take place.

Loneliness can be distinguished into two forms: emotional loneliness and social loneliness. Emotional loneliness is based on the lack of a close emotional bond such as a partner, family member, or close friend. It is usually more troublesome because it comes with a deep sense of loss or lack of intimacy. Social loneliness is some kind of different, it results from a lack of a wider social channel that includes the peer, friends or knowing ones, or the community. Social loneliness reflects feelings of a lack of belonging, or being excluded from wider social circles.

Cognitively, loneliness is also linked with abnormal thought processes: the lonely individual can become oversensitive to the possibility of rejection and interpret social contacts as negative or threatening, when, in fact, they are not. This distorted cognition can initiate a self-reinforcing cycle whereby individuals withdraw further into shyness and solitude, which exacerbates their loneliness. Furthermore, chronic loneliness has a significantly high association with serious physical effects like heightened cardiovascular diseases, breakdowns in cognitive functions, and even early death.

Loneliness nowadays is conceptualized as a tremendous feeling in contemporary psychology, which is parti-coloured by so many elements: social, emotional, and cognitive. It is much

influenced by the way people perceive and attribute meaning to their social interactions. As individuals feel increasingly isolated or have less social contact, feelings of loneliness can grow, making it even tougher to break into a vicious circle of isolation.

Types of Loneliness -

- **Emotional Loneliness:** It is caused by the absence or loss, presumably of close bonding with a romantic partner, family member, or very close friend. It involves the feeling of profound emotional isolation.
- **Social Loneliness:** This follows an absence of a larger network comprising friends, acquaintances, and the community. It reflects feelings of social exclusion or disconnection.
- **Situational Loneliness:** This results from certain situations—that is, moving to a new city, taking up a new job, or going through some transitional phase in life such as divorce or retirement.
- **Chronic Loneliness:** When the state of loneliness continues over long periods, despite one's attempt to change or alter either the environment or social interaction.
- **Existential Loneliness:** It is an even deeper sense of isolation, actually dealing with disconnection from the world or possibly an even more profound one about not attaining an important meaning and purpose in one's life.
- **Transient Loneliness:** Transient states of loneliness that may last for temporary periods of time, thereby normally passing on when either the social needs are satisfied or the set of circumstances alters.
- **Developmental Loneliness:** Associated with developmental stages, like adolescence, that may experience grouchy loneliness caused by identity and social relationship problems, or old age because the social circle gradually contracts due to death or illness.

1.2.3 Concept of General Well-being

Well-being generally encompasses all factors into one intertwining concept that comes forth with the overall status of a person's physical, mental, emotional, and social health. It is not the absence of illness but includes the presence of positive features and experiences that allow individuals to thrive well. It may be further viewed in both subjective and objective perspectives: Well-being shaped by personal feelings of happiness, satisfaction, and balance, and by quantifiable factors, such as physical fitness and the quality of social connections. The core of Well-being is how people feel about their own lives, their goals, and their place in the world. It includes a mix of

emotional satisfaction and a feeling of fulfillment, which is derived from living a life that is consistent with values and wants. Well-being can be seen not just as a fixed state but as a continual process: one that includes fostering positive habits, maintaining strong relationships, and learning how to adapt to life's inevitable challenges. Of course, this includes physical well-being. A healthy body fills people with energy and the capability of full participation in life, whether at work, during leisure, or when relating to others. Techniques contributing to good physical well-being include exercise, nutrition, sleep management, and management of diseases. In turn, good physical health helps to maintain mental and emotional wellbeing. Good physical condition often supports a positive mood, reduces stress levels, and strengthens one in adverse conditions. Equally important is wellbeing, which relates to being mentally and emotionally sound.

It is not only being happy or content but also resilient during times when life is difficult. People who have good emotional Well-being can experience any emotion—joy, love, sadness, frustration and manage their feelings in a way that is adaptive. This dimension is also strongly related to having a positive outlook and searching for significance in one's life. In so far as people can go into life with optimism and striving for meaning, individuals are in a much better place to handle stressful times and sustain psychological stability along with satisfaction with their personal lives and professional lives. Other basic pillars of general Well-being are Social Well-being. Human beings are social intrinsically, and the quality of one's relationships to others plays a major role in general life satisfaction. Close, supportive relationships with family, friends, and colleagues bring emotional comfort, reduce feelings of loneliness, and help create a sense of belonging.

In addition to personal relationships, making social contributions and engaging in activities considered meaningful also potentially heighten feelings of social well-being because they give people a sense of purpose and collective identity. Sometimes, people also include spiritual Well-being as part of the general concept. Spirituality does not necessarily deal with religion but is more concerned with an inner sense of purpose, meaning, or connectedness to something larger than oneself. This dimension serves as a strength for and brings peace to many people in times of adversity. In all, general wellbeing is a holistic dynamic state where the physical, mental, emotional, social, and sometimes spiritual dimensions converge into creating the good life. Wellbeing, therefore, nurtures a continuous process involving balance and care in many areas; it is nonetheless what allows people not just to survive but really to thrive. General Well-being is a holistic approach that encompasses many dimensions of a person's life; all these put together contribute to overall health and satisfaction of living. These dimensions include:

1. **Physical Well-being:** Entails good physical health through regular exercise, proper nutrition, adequate rest, and the avoidance of harmful behaviors.
2. **Mental Well-being:** Refers to cognitive health, such as clear thinking, decision-making, intellectual engagements, and mental resilience when encountering adversities.
3. **Mental/Emotional Well-being:** It is enabling oneself to identify and control feelings and emotions, develop wholesome self-esteem, emotional resilience, and maintain balance during stressful times.
4. **Social Well-being:** Refers to the quality of relationships and social support networks in respect to a sense of belonging and community.
5. **Occupational Well-being:** This is defined as related to satisfaction and fulfillment in the work that one is doing. It would focus on work-life balance, personal growth, and a sense of meaning.
6. **Environmental Well-being:** defined as living in a healthy, safe environment and using sustainable practices to support the Well-being.
7. **Spiritual Well-being:** It involves a sense of purpose and meaning in life, which might or might not be related to religious beliefs, providing inner peace and emotional harmony.

Each of these dimensions of Well-being interfaces with others to provide a life in balance and completeness. General Well-being requires attention to these dimensions in an effort toward resilience, happiness, and general satisfaction in life.

Review of literature

The studies available in the related areas have been characterized under the following:

1. Studies related to Anxiety
2. Studies related to Loneliness
3. Studies related to General Well-being

Studies related to Anxiety.

Deb, Chatterjee, & Walsh (2010). Deb, Chatterjee, and Walsh present the research entitled, *"Anxiety among high school students in Kolkata, India based on gender difference, type of school, socio-economic status, and interaction with parents".* The investigation sample was represented by 460 adolescents aged 13-17 years and they used State-Trait Anxiety Inventory combined with a semi-structured questionnaire. Of those sampled, 20.1% of boys and 17.9% of girls reflected

high anxiety levels, with boys showing slightly higher prevalence. Students from Bengali medium schools showed a significantly higher level of anxiety than that of English medium students. Adolescents from the middle socio-economic class were more anxious than the high and low socio-economic class adolescents. As many as 32.1% believed they never spent quality time with their fathers and 21.3% believed so about their mothers. As many as 60% students were not comfortable in sharing personal problems with their father. These findings indicate the need for focused mental health interventions to improve parental involvement and consideration of socio-economic factors affecting anxiety among adolescents in India.

Sharma, Prasad, & Bhola (2013). Sharma, Prasad, and Bhola have conducted a study on *"Prevalence of Anxiety Disorders among College Students"* in Ranchi, Jharkhand, with the purpose of ascertaining the prevalence and impact of anxiety on academic performance and mental health. In all, 300 college students were selected through stratified random sampling to ensure a heterogeneous representation across different disciplines. Anxiety was measured using the generalized anxiety disorder 7-item scale, a measure of anxiety symptoms whose validity has been established. Some 40% of the respondents had moderate and severe anxiety, which is already considered serious mental health. These findings are seriously indicative of implications for mental health intervention in colleges and providing support mechanisms necessary to overcome anxiety disorders for better academic and personal performance. The study sheds light on the many challenges that have an impact on the mental health of young adults within educational environments.

Kar, Rao, & Chandrasekhar (2019). Kar, Rao, and Chandrasekhar (2019) studied "The effect of anxiety on academic resilience among college students in Odisha". The study aimed to determine how much the anxiety levels would have an impact on the coping ability and resilience of the academic pressures that were faced by the students. A random sample of 400 undergraduate students in different courses was obtained. Anxiety Scale for Adolescents and Academic Resilience Scale measured anxiety and resilience, respectively. Students who experienced a higher level of anxiety were very poor in terms of resilience, which led to low academic performance and motivation. The findings emphasize that there is a need to incorporate awareness about mental health and building resilience in students as part of the curriculum to cater to the need for better academic performance.

Salokhe and Lokare (2020). On *"The relationship between social anxiety and academic*

performance among engineering students in Maharashtra". To finding out how social anxiety caused due to peer pressure, fear of public speaking, and self-image takes away the involvement of students from academics. The sample was a stratified random sample across colleges, and it included 250 undergraduate engineering students. The Social Anxiety Scale for Adolescents was implemented for measuring the level of social anxiety. There is a negative significant correlation between social anxiety and academic performance, showing that as the level of anxiety goes higher, the participation in academic activities becomes low and poor performance is recorded in the assessments. These focused interventions designed to improve social skills and self-esteem would, reduce anxiety while improving school performances and well-being.

Upadhyay & Singh (2021). In their *"A study on test anxiety among undergraduate students in Delhi"*. The study showcases influences of societal pressure engendered and personal expectations on anxiety levels. The present study investigates how these identified factors would increase anxiety during examinations, thereby negatively influencing mental health and academic performance. Using stratified random sampling methods, a sample size of 300 undergraduate students was selected. The Westside Test Anxiety Scale was used for measuring levels of anxiety about taking tests. Indeed, the study revealed that most of the students had moderate to high levels of test anxiety; 65% felt the pressure from society to excel academically, while the same number mentioned the frequent assessments in school, such as surprise tests and cumulative exams, increase anxiety and hence lower achievement motivation. They suggest cognitive-behavioral interventions that could help students build effective coping strategies to deal with test anxiety and, in that way, promote better academic outcomes along with well-being.

Tabassum (2024). Investigated the prevalence of anxiety and its risk factors among undergraduate college students in the study *"Understanding Anxiety Prevalence and Risk Factors Among College Students."* The review synthesized data from several studies that noted anxiety is indeed a most-relevant mental health problem that has a negative impact on academic performance, social interaction, and overall well-being. Study conducted on a diverse sample of college students across different academic institutions. Anxiety assessed self-report questionnaires and the GAD-7. From this, 30-40% of college students had symptoms of moderate to severe anxiety. Specific risk factors identified included academic pressures, social stressors, and life choices. The review states, "It's important for effective interventions in mental health and support systems in institutions to help overcome anxiety in health-promoting campus that will be conducive for student success."

Studies related to Loneliness.

Sundar & Kaur 2016. Sundar and Kaur 2016 conducted research into loneliness, depression, and social anxiety among collegiate students. The research examined the feelings of loneliness during the sensitive period of transition into college life, especially among students who had left their homes for the first time. Drawing from three districts, namely Barnala, Sangrur, and Patiala, a random sample was selected from 200 students from different disciplines. Loneliness was measured using the UCLA Loneliness Scale, Version 3, along with tests for depression and social anxiety. The results showed that a little over 39% of the students reported average levels of loneliness, while 32% showed high levels. This is highly attributed to social isolation, lack of useful networks among peers, and academic pressure. The study emphasized the role of social support to alleviate loneliness and led to the call for educational offices to implement programs that would help peers' attachments and improve a student's life.

Sharma & Sharma 2017. Sharma and Sharma set out to do the investigation into the relationship between loneliness and self-esteem among college-going students in Himachal Pradesh. The research focused on students, particularly those fresh into college life, and how loneliness affects them and how self-esteem plays its role. A sample size of 250 undergraduate students was randomly selected from different colleges. Loneliness was assessed using the UCLA Loneliness Scale (Version 3), while self-esteem was measured by the Rosenberg Self-Esteem Scale, RSES. Results showed that students experiencing low self-esteem felt loneliness, especially those with small social networks. Approximately 45% of the respondents experienced a high degree of loneliness linked to low self-esteem. This study suggests that college initiatives on social engagement and confidence building could reduce loneliness and consequently improve mental health and academic performance.

Kumar & Singh (2019). Kumar and Singh (2019) conducted research on loneliness and its association with academic performance among the college students in Uttar Pradesh. It was undertaken with the aim of identifying how feelings of loneliness had influenced the academic performance of the students, particularly within the competitive environment of a student's life. Stratified random sampling was adapted in selecting samples, accounting for 350 undergraduate students. The level of loneliness was measured using the UCLA Loneliness Scale, Version 3. Academic performance was considered based on self-reported grades by the students. The outcomes showed that loneliness shared a strong negative correlation with academic performance, as with the rise in one factor, namely loneliness, academic success decreased. This

further led to disengagement from academic activities, which again intensified feelings of isolation, creating a self-reinforcing spiral. Educational institutions should take equal interest in the establishment of support mechanisms and social contacts leading to less loneliness and better academic success.

Gupta & Basak 2020. A study conducted by Gupta and Basak in college students in Kolkata looked for the relation between loneliness and the use of social media. More precisely, this research tried to establish how increased dependence on social media while interacting with others increased feelings of loneliness, especially during transitions involving great social consequence. The sample was randomly selected and included 300 undergraduate students. Loneliness was assessed by the UCLA Loneliness Scale, Version 3; whereas the intensity of use of social media was measured by a specially designed questionnaire. The findings showed that the students who excessively relied upon virtual interactions to satisfy their social needs reported significantly higher levels of loneliness as compared to those who interacted with people face to face. It was then concluded that educational institutions should take steps to ensure balanced use of social media and must promote real-life physical interactions among the students to avoid loneliness.

Rathore, Mathur, & Rawat (2021). In the research titled *"Impact of Loneliness on Mental Health among First-Year College Students,"* Rathore, Mathur, and Rawat (2020) have conducted an investigation into how transition to college life impacts feelings of loneliness and ultimately relates to various forms of mental health, such as anxiety and depression. A sample size of 250 first-year undergraduate students was selected randomly for the present research study. Measurement of loneliness was by the UCLA Loneliness Scale, Version 3. Anxiety and depression symptoms were measured by standardized questionnaires. It showed that freshers are more prone to loneliness; they face difficulty adjusting to the new environment. It also showed that increased Loneliness is strongly positively correlated with the emergence of anxiety and depression, hence the need for early interventions in mental health disorders. The study has emphasized that educational institutions should provide support systems to help students negotiate this transitional phase.

Studies related to General Well-being

Singh & Misra (2010). Singh and Misra 2010 tackled the in-depth issue of mental health in Indian college students, entitled *"Positive Mental Health and Well-being in Indian College Students."* The study emphasized the need for understanding what comprises the contributory elements of mental health that is positive and, at the same time overall well-being among this group of people. A sample of 400 undergraduate students was selected from different colleges in India. In the measurement, the level of mental health was assessed using the Positive Mental Health Scale. The results showed that 30% of students had low anxiety, while for symptoms of moderate anxiety, 25% of students reported. Furthermore, 40% of students demonstrated a high level of well-being, associated with a low level of loneliness. These findings associate the importance of nurturing good mental health practices in schools with the improvement of students' wellbeing and academic performance.

Kumari and Joshi (2014). On this subject, there is a study examining the relation between wellbeing and academic stress by Kumari and Joshi, 2014. The research has its basis upon the increase in academic stress levels prevailing amongst students and its speculated outcome in mental health and overall well-being. For this purpose, the sample of 500 undergraduate students across various Indian colleges could represent the essence of students at large. The academic stress was measured by the Perception of Academic Stress Scale, while well-being was measured using the Short Warwick-Edinburgh Mental Well-Being Scale. A significant negative correlation was reported between Academic Stress and Well-being; with increasing levels of stress, reported well-being was lower among students. Specifically, 65% of the students reported moderate to high levels of academic stress that have been negatively affecting their mental health. The present study reinforces the implication of effective intervention and support systems in helping students manage academic stress and promoting general wellness.

Kilgo, Erwin & Huber (2016). Kilgo et al. (2016) presented a comprehensive review entitled, *"Factors that Influence the Wellbeing of Undergraduate Students,"* considering campus engagement as a top priority in the students during the four-year course. They present that social connection plays a significant role in promoting the psychological wellbeing of the undergraduate students. They collected a sample of 1,200 undergraduate students from different universities for the longitudinal analysis. The SPWB was utilized to assess multiple dimensions of well-being. It was determined that 70% of students experiencing intramural sports exhibited higher well-being

than those who did not, while 65% of students involved in other campus organizations reported better psychological health. The results indicate that greater social involvement through campus activities reduces loneliness and fosters better overall mental health outcomes among the students.

Kumar & Dey (2020). In their study, *"The General Well-Being of College Students in Kolkata and Paschim Medinipur District"*. They studied the sociodemographic factors contributing to general well-being in college students. They targeted demographic variables such as gender and area of residence, how these differ in varying circumstances, and how they affect an individual's sense of well-being. In the research, 688 undergraduate student participants from various colleges in Kolkata and Paschim Medinipur took part. In the standardized questionnaire with validated scales, 47% of the students reported high well-being, while 28% reported very low well-being. The well-being of the students in the study appeared to be better among the students of urban areas and those students who were studying in the science streams as compared to their counterparts. Thus, the findings underscore targeted interventions that are absolutely essential in enhancing the well-being of the students, with a special target on rural settings.

Duncan & McMahon (2021). The study "*Students' Mental Health, Well-Being, and Loneliness during the COVID-19 Pandemic"* researched students of higher learning institutions with regards to mental health outcomes in comparison with that of the general population during the pandemic. As such, much emphasis has been given to how students face mental health challenges. The sample included 2,500 college students and 5,000 from the general population across different countries. Used standardized scales for GAD-7 and the UCLA Loneliness Scale were employed. Findings from the report showed that 45% of college students manifested moderate to severe anxiety symptoms compared with 30.0% of non-students. Besides this, 60% of the participants experienced emotional loneliness that was notably higher than 35% from non-students. These findings then reveal the peculiarities of the mental health situation with college students during the pandemic period. More precisely, this would mean that at stress times, specific features of student life serve as contributing factors to increase the level of mental health issues.

2.0 Problems to be investigated.

The proposed study aims to examine the level of Anxiety, Loneliness and General Well-being among gender (Male and Female), ethnicity (Tribal and Non-tribal) and Socio-economic status (High and Low).

3.0. Objective of the investigation and motivation

The objectives for the current study will be formulated as follows:

1. To study the levels of Anxiety, Loneliness and General Well-being among total sample and sample subgroups.
2. To study the impact of gender (Male and Female), ethnicity (Tribal and Non-tribal) and Socio-economic status (High and low) on Anxiety, Loneliness and General Well-being among.
3. To study the relationships between Anxiety, Loneliness and General Well-being among gender (Male and Female), ethnicity (Tribal and Non-tribal) and Socio-economic status (High and low).

Motivation

Anxiety, Loneliness, and Well-being are some of the vital psychological challenges that need to be given specific attention in research work among college students within Ranchi District. The mental and emotional health of students has been increasingly affected by anxiety and loneliness; likewise, the study of Ranchi's unique socio-cultural environment in available literature is not well-represented. The current study will identify the effective support strategies and interventions that an academic institution will utilize. Results may be useful data for educational institutions and mental health professionals in helping to develop mental health resources. Finally, the study hopes to have a more supportive academic environment in Ranchi, with improved student well-being, enhanced resilience, and better coping mechanisms.

4.0.Research Hypotheses

The following hypotheses are prepared for the present study: -

1. The levels of Anxiety, Loneliness, General Well-being will vary among total and different sample subgroups based on gender (Male and Female), ethnicity (Tribal and Non-tribal) and Socio-economic status (High and low).
2. To study the impact of gender (Male and Female), ethnicity (Tribal and Non-tribal) and Socio-economic status (High and low) on Anxiety, Loneliness and General Well-being.
3. Anxiety, Loneliness and General Well-being will be correlated with each other.
    - Anxiety and Loneliness will be positively correlated with each other.
    - Anxiety and General Well-being will be negatively correlated with each other.
    - Loneliness and General Well-being will be negatively correlated with each other.

5.0. Research Design and Methodology

5.1 The Sample

The sample of the present study will consist of 240 from different college students of Ranchi district, Jharkhand. The selection of samples will be based on stratified random sampling technique. It will be based on college students of Ranchi district of age (17-25), gender (Male and Female) and ethnicity (Tribal and Non-tribal).

A 2×2×2 factorial design will be used in this research and the factors of stratification will be:

Gender-2 (Male and Female)

Ethnicity-2 (Tribal and Non-tribal)

Socio-economic status -2 (High and Low)

Table – 1

Sample Design

Gender	**Male**		**Female**	
Ethnicity	**Tribal**	**Non-tribal**	**Tribal**	**Non-tribal**
Socio-economic status	**High**	**Low**	**High**	**Low**
	30	30	30	30
	30	30	30	30
Sub-total	120		120	
Total	240			

5.2 Variables

5.2.1 Independent variables

(A) Gender (Male and Female)

(B) Ethnicity (Tribal and Non-tribal)

(C) Socio-economic status (High and Low)

5.2.2 Dependent variable

(A) Anxiety

(B) Loneliness

(C) General Well-being

5.2.3 Controlled variables

(A) Participants of Ranchi district only

(B) Participants are only college students of Ranchi district.

(C) Only for Hindi and English medium

(D) Less than 1 lac/year income of family will be considered as Low Socio-economic status group.

(E) More than 1 lac/year income of family will be considered as High Socio-economic status group.

5.3 Criteria's

5.3.1 Inclusion Criteria

(A) Only Male and Female from Ranchi district

(B) Participants belonging to age group: 17-25

(C) Minimum qualification will be intermediate and above.

(D) Participants of all castes and religions

(E) Participants of any college of Ranchi district

5.3.2 Exclusion criteria

(A) Above 25 years of age will not be taken.

(B) Below Intermediate will not be taken.

6.0. Source of the Data and Tools to be used in collection of data

6.1 Source of the Data

Data for the proposed study will be collected from both primary and secondary sources. Secondary data will be gathered from books, journals, papers, e-book articles, and reports, providing a comprehensive overview of Anxiety, Loneliness, their social and psychological effects, and General Well-being. The majority of data will come from primary sources. Primary

data collection will occur in Ranchi District and will involve participants from both Tribal and Non-Tribal communities. Participants will be selected based on having at least an intermediate level of education and will include both males and females. This approach ensures a Well-rounded and inclusive study.

6.2 Tools to be used in the Collection of Data

1. Personal Data Questionnaire
2. Anxiety Scale (AS–SSDG) developed by Subhash Sarkar and Goutam Das.
3. Loneliness Inventory developed by S U. Meenakshi and K. Krishan.
4. PGI General Well-Being Measure PGIGWBM-vv developed by Dr. Santosh Kumar Verma and Amita Verma

1) Personal Data Questionnaire

This questionnaire will be prepared by the researcher for eliciting information pertaining to the respondents' name, college name, socio-economic status, age, gender, education, religion, caste. The purpose of the questionnaire is to check whether the individual qualify for the study. The rest of the questionnaires will be administered only after ensuring the suitability of the participants for the study.

2) Anxiety Scale (AS-SSDG):

The Sarkar and Das's Anxiety Scale is a multi-dimensional scale to assess all dimensions of anxiety. The scale consisted of 48 items, each dimension was organized into six dimensions, namely Worry, General Anxiety, Low Self-Confidence, Over thinking, Panic Attacks, and Depression. This is in appropriate proportion for male and female participants in the age range from 15 to 25 years. Reliability of the scale has been established with a Cronbach's alpha of .78, which shows that the internal consistency is satisfactory. The validity of the scale has also been identified at. 89, which shows that it is highly accurate in measuring the intended constructs. Items are phrased simply in understandable language and thus accessible to the respondents, while the medium of instruction is in English. Each dimension is unique and targets specific aspects of Anxiety, which gives a better understanding of the subject in an articulate manner. This scale will be useful in assessing the Anxiety levels of participants in this study.

3) Loneliness inventory:

The present Loneliness inventory is developed by Meenakshi and Krishan aiming to assess Loneliness among undergraduate students of both genders, male and female. The Inventory consists of 19 items and is suitable for 16 to 25 years old. It is based on the five-point rating scale model: Strongly disagree, Disagree, neither disagree nor agree, Agree, strongly agree. Reliability was very high, as attested by a Cronbach's alpha coefficient of .92, showing excellent internal consistency. Besides, the scale demonstrated strong validity: .85 validity coefficient makes certain that it is a proper measurement of those geographic constructs in question.

4) PGI General Well-Being Measure PGIGWBM-vv:

The PGI General Well-Being Measure was developed by Verma and Verma as a self-report, paper-pencil scale for assessing general well-being, particularly in the Indian context. It consists of 20 items rated on a Likert scale, and the total score reflects general well-being. Different from other measures, PGIGWBM does not dissect well-being into distinct dimensions, as it gives a holistic evaluation, ranging from emotional health and mental state to life satisfaction. The scale has been mainly applied to adolescents and adults, mostly starting from the age of 16, though it may be applied in a larger spectrum of age. The PGIGWBM has demonstrated a very good level of reliability with a test-retest reliability coefficient of 0.88 and very strong concurrent validity, reported at 0.90, confirming this as an effective measure for well-being. Its simplicity in terms of ease of completion and ease of administration makes the PGIGWBM suitable for educational and clinical use, therefore forming significant contributors to studies concerning mental health and wellbeing among a wide range of populations.

7.0 Analysis of Data

The following statistical analysis will be used to analyze the obtained data: -

1) **Percentage values** will be calculated to identify level of Anxiety, Loneliness and General Well-being among adults in respect to different subgroups of Gender (Male and Female), Ethnicity (Tribal and Non-Tribal) and Socio-economic status (High and low)

2) **ANOVA** will be calculated to determine the main and interaction effects of Gender (Male and Female), Ethnicity (Tribal and Non-Tribal) and Socio-economic status (High and low) on Anxiety, Loneliness and General Well-being.

3) **t-test** will be calculated to find out the impact Gender (Male and Female), Ethnicity (Tribal and Non-Tribal) and Socio-economic status (High and low) on Anxiety, Loneliness and General Well-being.

4) **Correlation coefficient** of Anxiety, Loneliness and General Well-being will be calculated of college students in respect to different subgroups of Gender (Male and Female), Ethnicity (Tribal and Non-tribal) and Socio-economic status (High and low)

5) **Graphical representation** of results will be drawn.

8.0 Significance of Study

This anxiety, loneliness, and general well-being study among college students in Ranchi District has been very important, as it encompasses the most central problems that students face. Though college is an important period for personal growth, these years can be a source of increased anxiety and loneliness, which combine to influence their general well-being negatively. The relationship dynamics among anxiety, loneliness, and general well-being should be considered necessary for the development of support systems and effective interventions.

Added to this is the socio-economic diversity in Ranchi, which calls for shruter scrutiny regarding the impact these variables exert on students. General well-being in this context refers to emotional balance, social connectedness, and life satisfaction all signs of good mental health. The results have important implications for educational psychology and mental health; these, in turn, would lead educators and policymakers to devise strategies that promote well-being, decrease anxiety, and curb loneliness. These might form the basis on which campus-wide programs and interventions will be designed to achieve better mental health and academic success among students.

9.0 Relevance to the Problems of Today and Needs of Society

This study highly relates to contemporary pressing issues that include campus mental health, anxiety, loneliness, and general welfare concerns of students. The fast pace at which the technical world moves, coupled with societal expectations, made the level of mental health problems become deeper. Adding global events such as the COVID-19 pandemic, depth disrupted social interactions much more seriously and made uncertainty higher than ever; thus, students were required to adjust very quickly--and in many cases at a high cost to their academic performance. In a productivity-and-success-oriented society, learning strategies that would help students maintain their well-being in light of such demands becomes imperative. This study explores factors that contribute to anxiety and loneliness with the view to construct supportive

environments within educational settings. These findings will assist educational leaders, mental health professionals, and policymakers with insights that will inform targeted interventions and support structures for ensuring student success in today's challenging world.

10.0 Contribution to Existing Knowledge

The present study adds to the literature on the interrelationships among anxiety, loneliness, and well-being in higher educational students by situating their experiences in the particular socio-economic and cultural context of Ranchi district. While individual factors might have been attended to earlier, not much attention has gone into studying their interaction with regard to regional settings such as Ranchi. This proposed investigation fills that void by providing a multi-dimensional perspective on mental health challenges unique to the area. It also furthers the understanding of the role that social support, self-efficacy, and coping mechanisms play in the progress toward well-being and carries wide implications for intervention studies aimed at promoting students' ability to navigate academic and social demands. The results also carry symbolic significance for educators, policymakers, and mental health professionals.

11.0 Future Work

Anxiety, loneliness, and wellbeing in college students could be explored further in the future using longitudinal designs that take into consideration the evolution of these factors during their study. In that way, it will give the long-term effect of anxiety and loneliness on wellbeing, considering a variety of challenges that students face. Interventions aimed at reducing anxiety and loneliness such as the development of emotional intelligence, encouraging peer support, and increasing coping skills could also be investigated.

Cross-cultural comparisons may highlight a number of universal and context-specific factors that affect students from diverse socio-economic backgrounds. Also, possible research might take into consideration the role of digital mental health platforms and virtual support systems to show potential lessons about how technology will contribute to anxiety and loneliness further in order for students' mental health to improve.

10.0. Tentative Chaptarization

There will be following five chapters in the research report of the proposed research:

Chapter 1 : Introduction

Chapter 2 : Review of literature

Chapter 3 : Methodology

Chapter 4 : Analysis of Data

Chapter 5 : Summary and conclusion

References

Appendix

Note: *It is tentative structure of synopsis; minor modification may be made depending upon the nature of the data obtained.*

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